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NOTE ON THE METHODS OF TEACHING HISTORY

At the Conference of Teachers of History and Political Science¹ the subject "Methods of Teaching History in European Secondary Schools" was presented in three papers, by Dr. A. C. von Noé, Hans E. Gronow, and Miss Lorley A. Ashléman. The following points were emphasized: History in the German and Austrian *Gymnasium* and in the French secondary schools is studied continuously through the curriculum of six or more years, usually for two hours a week. The usual order in the Prussian schools is that of beginning with ancient history, and then proceeding to the history of modern times. The methods of instruction are based on lectures given by the teacher, oral recitations on assigned lessons, and reading in other sources found in the library. In France, after a trial of the German oral system, there has been a return to the textbook, but only as a preparation for a broader exposition of the subject by the teacher. The Prussian teacher is specifically recommended (1) to give a true statement; (2) to present the topic in his own words; (3) to use (a) historical pictures, (b) a map of the country, (c) poems or novels related to history, (d) original sources. Further details will be found by consulting the following bibliography presented by Professor James Westfall Thompson:

BIBLIOGRAPHY UPON THE TEACHING OF HISTORY IN SECONDARY SCHOOLS ABROAD

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Report of the Committee of Seven to the American Historical Association, "The Study of History in Schools," *Annual Report of the American Historical Association*, 1898, pp. 519-32.
"History and Geography in the Higher Schools of Germany," *School Review*, May-October, 1897.

¹ At the University of Chicago, November 17, 1906.

Report of the United States Commissioner of Education, 1903, chap. 26.

FRANCE

Bréal: *Quelques mots sur l'instruction publique en France: L'école* (Paris: Hachette, 1885).

Lavisse: *A propos de nos écoles* (Paris, 1895; especially Book V).

Revue universitaire, Vol. XII, No. 3 (March, 1903). (Published by Armand Colin & Cie.)

P. 217: "Rapport sur le concours d'agrégation d'histoire et de géographie de 1902."

P. 245: Croiset: "L'étude de l'antiquité dans l'enseignement secondaire." The discussion which follows, led by Professor Seignobos, is very suggestive and stimulating.

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ENGLAND

Fox: "History in English Secondary Schools," American Historical Association, p. 539.

Marlen: "The Study of History in the English Public Schools," *Nineteenth Century*, Vol. LVIII, p. 583.

Mrs. Alfred Haworth: *Historical Teaching in English Secondary Schools*.

Bateson: *Historical Teaching under the English System of Elementary Education*. (These are essays in the volume of historical essays published by members of the Owens College and edited by Professor T. F. Tont; Longmans, 1902.)

IN GENERAL

Sadler: Special reports on educational subjects, Vols. X-XI (H. M. Stationery Office, London): *Education in the United States*. (Valuable for comparisons and contrasts.)

H. Thistleton Mark: *Individuality and the Moral Aim in American Education* (Longmans, 1901).

Mandell Creighton: *Thoughts on Education* (Longmans, 1902).